



Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Brenda Scott Academy for Theatre Arts	Mailing Address: 18400 Hoover, Detroit MI, 48205
School Building Code: 328	
School Building Contact for the School Improvement Grant	
Name: Ronnie Sims	
Position and Office: Principal	
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LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

As evidenced by the existing school data, Brenda Scott Academy for the Performing Arts is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations.

Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts. Scott's targets for improvement will be driven by a comprehensive diagnostic review and theory of action conducted by Pearson K-12 Solutions. The information compiled during this comprehensive school diagnostic will include a five-year longitudinal analysis of all available and pertinent school data. In addition, data collected during the school diagnostics will include, but is not limited to:

- Student Achievement and School AYP
- Instruction and Learning
- Interoperability & Quality of Technology Systems
- Quality and use of Core Curriculum
- Effective use of Data to inform & Plan
- Leadership Effectiveness
- Aspirations & Engagement Culture
- Quality of Community Engagement Plan

The tables below provide a view of the sub group academic performance and further evidence of the need for comprehensive school reform at Beckham Academy. The following is an analysis of the most compelling sub group data:

Grade 8 –

- Approximately 26% of Economically Disadvantaged and African American Eighth Graders met State Proficiency Standards in Math.
- Approximately 51% of the same groups met the State Proficiency Standards in Reading.
- Females outperformed males with higher percentages meeting standards in both math and reading; 32% to 19% and 59% to 39% respectively.
- Alarming, Students with disabilities had a passing rate of 3% in mathematics and 9% in reading.

Grade 7–

- Approximately 39% of Economically Disadvantaged and African American Seventh Graders met State Proficiency Standards in Math.
- Nearly 41% of the Economically Disadvantaged and African American students met the State Proficiency Standards in Reading
- Males outperformed females in reading, with almost 43% of them meeting the reading standard, while only 37% of females meet the standard.
- Students with disabilities had the lowest mathematics meeting rate for the grade at 15%, and were far below peers with a passing rate of almost 15% in reading.

Grade 6 -

- Approximately 29% of Economically Disadvantaged and 30% African American

Sixth Graders met State Proficiency Standards in math.

- Fifty-six percent of Economically Disadvantaged students met the standards in reading and approximately 53% of African American students met the same standard.
- Females outperformed males in both reading and math; 65% to 47% and 38% to 23% respectively.
- Students with disabilities fared the worse, with only 8% in mathematics, 36% in reading meeting the State Proficiency Standards.

This analysis of the achievement data clearly indicates the need for an emphasis on quality first instruction, tiered intervention and extended learning opportunities. The following table provides causes of poor academic performance and proposed solutions, as well as the STEP Model components that support the solutions.

Cause of Poor Academic Performance and Proposed Solutions

Cause of Poor Academic Performance	Proposed Solutions	K -12 Solutions Step Model Component
Some staff members lack qualifications, knowledge and skills to support student learning.	Staff participates monthly in differentiated professional development to develop content knowledge and skills. Teachers develop a repertoire of highly engaging high yield instructional strategies	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
Professional development is not aligned strategically with the school improvement plan, as well as all state and district initiatives and frameworks.	Professional development opportunities provided by Pearson and other outside consultants. School improvement plan is aligned to teaching and learning goals that require professional development (PD) for all staff. PD is job embedded and	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Evaluate for Continuous

	observable in daily instruction.	Improvement Align Curriculum
Cause of Poor Academic Performance	Proposed Solutions	K -12 Solutions Step Model Component
		Optimize Conditions for Teaching and Learning
Teachers do not fully utilize the data resources available.	Teachers are provided with professional development, support and time to take advantage of all available data to inform planning and differentiate instruction.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Align Curriculum Optimize Conditions for Teaching & Learning Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Lack of quality first instruction and tiered interventions to ensure mastery learning for all students, including special education students.	Implementation of professional development and elbow coaching to increase teacher knowledge and skills relative to quality first instruction, tiered instruction and the incorporation of the mastery learning model into daily practice. Provide extended learning time for targeted interventions.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for Teaching & Learning Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Teachers lack knowledge and skills to differentiate instruction to meet the needs of all students.	Provide professional Development, time for collaboration, and elbow coaching to fully implement differentiated instruction to meet the needs of all students.	Systematically Plan for School Improvement Develop Instructional Leadership

		<p>Embed Achievement Support</p> <p>Optimize Conditions for teaching and learning</p>
Cause of Poor Performance	Proposed Solutions	K -12 Solutions Step Model Component
		Evaluate for Continuous Improvement
All grade levels are not consistently providing students with opportunities to learn and use a writing process.	Implement a consistent method of teaching writing across grade levels and subjects. Teachers work together to identify/develop writing rubrics and review student work together.	<p>Systematically Plan for School Improvement</p> <p>Embed Achievement Support</p> <p>Optimize Conditions for Teaching & Learning</p> <p>Evaluate for Continuous Improvement</p>
Technology is not optimized to engage and support student learning. Learning	Professional Development in the use of technology for learning.	<p>Utilize Technology for Learning</p> <p>Optimize Conditions for Teaching & Learning</p> <p>Evaluate for Continuous Improvement</p>
The school lacks a comprehensive school-wide student management system.	Provide professional development and supports to implement MiBLISI school-wide.	<p>Systematically Plan for School Improvement</p> <p>Create Collaborative Education Partnerships</p> <p>Emphasize School Culture</p> <p>Optimize Conditions for Teaching & Learning</p> <p>Evaluate for Continuous Improvement</p>
Low attendance rate of 85%	Establish programs and practices to increase student attendance; Utilize an Attendance	<p>Systematically Plan for School Improvement</p> <p>Create Collaborative</p>

	Officer and Paraprofessional	Education Partnerships Emphasize School Culture
Cause of Poor Performance	Proposed Solutions	K -12 Solutions Step Model Component
		Evaluate for Continuous Improvement
The community is largely uninvolved with the school.	Reach out to community organizations and agencies and ensure they play a key role in the school.	Systematically Plan for School Improvement Create Collaborative Education Partnerships Emphasize School Culture Evaluate for Continuous Improvement
Lack of parental involvement and support.	The School Leadership Team and administration develop a parental involvement program that helps all parents feel comfortable in the school and experience a sense school ownership.	Systematically Plan for School Improvement Create Collaborative Education Partnerships Emphasize School Culture
Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).		

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 8 Group	Reading			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Economically Disadvantaged	48.02	29.16	50.37	71.82	60.68	27.2
Black/African American	50.9	33.98	51.12	72.68	59.73	25.37
Students with Disabilities	10	12.5	8.57	15.82	47.82	2.85
Male	41.44	32.91	38.7	70.79	59.74	19.35
Female	57.98	36.25	58.97	74.59	62.82	31.64
School Aggregate Scores	50	34.59	50	72.76	61.29	26.24
State Aggregate Scores	77.19	75.6	83.39	71.59	74.5	70.29

Grade 7 Group	Reading			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Economically Disadvantaged	30.13	47.4	41.39	50.71	46.51	39.01

Black/African American	29.08	49.41	40.31	49.58	46.84	39.57
Students with Disabilities	15.62	16.66	20	37.5	17.94	14.7
Male	28.14	43.67	42.57	49.2	45.16	37.5
Female	31.7	55.91	40.62	51.63	48.11	42.7
School Aggregate Scores	29.84	50	41.62	50.4	46.73	40.1
State Aggregate Scores	72.4	79.6	81.99	72.7	82.6	82.19

Grade 6 Group	Reading			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Economically Disadvantaged	59.09	33.04	56.19	47.4	48.76	28.84
Black/African American	59.39	33.05	53.46	48.17	47.65	30.69
Students with Disabilities	22.22	12.5	36	12	25.92	8.33
Limited English Proficient			91.66			58.33
Male	53.96	23.07	46.55	49.2	44.11	23.21
Female	63.75	44.06	65.38	46.42	50.79	38.46
School Aggregate Scores	59.44	33.06	55.45	47.61	47.32	30.55
State Aggregate Scores	81.79	80.49	87.69	72.69	79.89	82

Sub Group Non-Academic Analysis

All Students	# Students			# Students with Absences					
	07-08	08-09	09-10	2007-2008		2008-2009		2009-2010	
				>1 0	<1 0	>1 0	<1 0	>10	<1 0
Economically Disadvantaged	515	442	519	439	75	391	51	380	139

Asian/Pacific Islander	19	14	38	10	9	8	6	15	23
Black/African American	593	478	523	499	93	421	57	398	125
Hispanic	1			1					
White	4	1	7	4			1	3	4
Students with Disabilities	117	121	149	104	13	111	10	123	26
Limited English Proficient	23	21	27	10	13	9	12	10	17
Male	312	239	277	266	46	212	27	213	64
Female	305	254	291	248	56	217	37	203	88
School Aggregate	617	493	568	514	102	429	64	416	152

As stated previously, this analysis of the achievement data clearly indicates the need for an emphasis on quality first instruction, tiered intervention and extended learning opportunities. Immediate attention should be given to determine the root causes of the gaps in student achievement, but especially between the regular education and special education subgroups as well as between male and female students. In general, all gaps in achievement must be addressed and student achievement as a whole must be increased through a comprehensive approach to school improvement.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

A. **Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.**

Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program, which includes extended day learning and measurable expectations for school reform.

To implement the Priority Schools' reform, an agreement was established between the district and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for this reform-creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community involvement. Staffing at Priority Schools shall be on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School.

As a Turnaround School, our staff members were given the option of remaining at the school to support our reform efforts and were automatically eligible to interview for jobs at our school or up to two other Priority Schools. Those who were not interested in working at Brenda Scott or unwilling to support the processes described in this school improvement application, were placed in an eligibility pool for non-Priority Schools. The staff from Brenda Scott and Fleming were all interviewed for the 2010-2011 school year by a committee which consisted of a Union Rep from the district, Keith Johnson, Principal, Ronnie Sims, Asst. Principal, Mr. Branson, Dr. D.Collbert, Asst. Superintendent, Dr. Wilson, Principal from Osborn H.S. and Glorial Ann, from Staff Development. This process resulted at least 50 % of the teachers being replaced and the team having the flexibility to select and retain preferred teaching candidates.

As a Turnaround School, many of our teachers have expressed their personal commitment to our school turnaround and demonstrated interest in engaging in prescribed professional development, as outlined in the settlement proposal (December,

2009) of the Detroit Public Schools and the Detroit Federation of Teachers. The Turnaround plan was implemented for the current school year, 2010-2011. Brenda Scott also expects to have a significant percentage of new hires, which will be screened and interviewed to ascertain their commitment to the Priority School model. We believe that the current staff is committed to the school improvement process and will support the proposed efforts to effect change.

We have a schedule in place with an emphasis on Reading and Math. Our elementary and our middle school schedules are based on a nine-hour instructional day. The elementary has three hours of reading, two hours of math, one-hour social studies, one hour of science and one elective daily. Our middle school has two hours of Reading, two hours of mathematics, one hour of science, one hour of social studies and two electives daily. We are in compliance with the district mandated schedule (see attachment). The amount of time we have for reading and math is one hour more than the previous year.

The additional academic time is used to intensify group instruction and to identify students who are and are not reaching their academic goals. Tiered interventions are provided to students, who need assistance mastering specific learning targets as identified by both formal and informal assessments, including but not limited to pre and posttest. The students who have reached their academic goals receive enrichment during these times. We have associate teachers, resource teachers and resource coordinating teams who assist in these efforts. Other student support programs, such as extended day, have their own assessment protocols. In addition, Teachers use the following to continually assess student progress and to guide decisions about teaching and learning: Q1 assessments, Storytown assessments, STAR Reading and Mathematics, Curriculum Assessments, Common Assessments, testing and MEAP coach book assessments. In addition we have two after school programs that are paid by the district and designed to help our students academically. We have K to 8 Extended School Day Programs for reading and math and we have an SES provider (Empowerment Learning Services), which is designed to assist all students.

Teachers have the opportunity to earn extra pay while teaching in the extended day program. Students benefit from classroom teachers teaching in the Extended Day Program because the extended day program can be aligned to interventions identified during daily instruction. Teachers will be selected based on their efficacy in the classroom, as measured by classroom observations. Additionally, Brenda Scott Academy staff will have the option to participate in the School-Based Performance Bonus Program. Should Brenda Scott choose to participate, the SLT will craft an application responding to the established qualifications determined by the Joint Labor Management Committee.

The principal has planned a visioning process with the staff to create a new mission and vision for Brenda Scott Academy, which will define the beliefs and daily practices necessary to realize our goals. Once the entire staff has been secured and configured, they will be required to commit to the school improvement process and align their actions to the turnaround process and goals. Each staff member will be asked to identify their strengths and the ways in which they can contribute to the school improvement efforts:

- What teaching strategies have you implemented in the past that have been successful for you? How did you know they were successful?
- Which strategies were not as effective for you? How did you know they weren't successful? Did you seek student feedback on the effectiveness of the learning strategies? Did you seek parental feedback? Did you seek feedback from colleagues?
- In the past year, how did you contribute to the collaborative work that your team / grade level was responsible for?

In addition, the staff will be asked to commit to common planning to discuss teaching, learning, and the assessment of student learning. During this time, each grade level will be asked to identify common expectations for student learning based on analysis of student work.

As a turnaround school, we know that we cannot expect different results if we are not willing to change the way we have done our work in the past. In order to make the changes necessary to radically change Brenda Scott, teachers must be willing and eager to work beyond basic expectations and job descriptions. Participation will be expected at Saturday events, after school activities, and extracurricular activities. Each staff member will be asked to reflect on their personal commitment to professional growth. Teachers will be asked to identify the time commitment they are willing to expend to meet their professional potential.

Brenda Scott has adopted the Detroit Public Schools template for teacher evaluations and has made adjustment that reflects the needs of the school. Walk throughs are made weekly by the principal, Assistant Principal and/or Academic Administrator. The summary of the classroom visits are discussed collaboratively by the administrative team, then feedback is given to the teacher. Based upon the feedback and needs, support or encouragement of continued efforts are given to teachers. The principal is also committed to his own professional growth and will identify learning opportunities needed to lead his school toward dramatic improvement.

The principal is committed and willing to support the proposed efforts to effect change as described in this plan. The principal is committed to participating in the learning process, visiting the classrooms and offering his skills as instructional leader.

B. Explain the district and school's ability to support systemic change required by the model selected.

Shared Decision Making (SDM) supports distributed leadership and is a process by which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating and implementing policy. Brenda Scott will have the option of participating in SDM and will need to approve the action by at least two-thirds of the school- based staff eligible to vote.

A School Leadership Team (SLT), consisting of the principal, assistant principal, administrators and other staff members selected through a peer selection process, was established and fully functioning by December 2010. This team, consisting of approximately 12 members, will have the opportunity to be re-composed each October. Team decisions will be in accordance with the established policies and practices for shared decision-making and agreements must be reached by consensus. The SLT will conduct yearly-assessments based on tools identified by the Joint Labor- Management Committee. The SLT will promote a positive learning environment. They will work with the whole school community to build a civic culture that strengthens relationships and supports the social and emotional well being of students and staff. There are no quick fixes to the needs of inner city schools. Schools must be a safe, respectful, and caring place to foster effective teaching and learning conditions, and parents and other community stakeholders play an integral role in creating a positive school culture. Involving key stakeholder groups that include parents and community leaders to address issues and consider solutions empowers these leaders to advocate for solutions beyond the capabilities of the school alone. These areas will be the concern of the SLT in the quest to make Brenda Scott Academy for Theatre Arts a Blue Ribbon School.

Team decisions will be made in accordance with the established policies and practices for shared decision-making and agreements must be reached by consensus. The principal, and other members of the school staff, will carry out the implementation of all Leadership Team decisions. The SLT will conduct yearly self-assessments based on tools identified by the Joint Labor- Management Committee.

Systemic change necessitates an assessment of the strengths and abilities of the staff so we can leverage our collective strengths to implement our goals of dramatic, positive change. We will provide ongoing, high quality job-embedded staff development aligned with our instructional program. Math achievement requires our continuing attention and we have implemented Algebra in our 7th grade curriculum. As a result, we will conduct a needs assessment to determine the strengths and areas of concern around math pedagogy. This will help us support the professional learning of our teachers to affect the change required in all content areas, but particularly with our math achievement.

We are committed to providing significant professional learning opportunities for our staff to increase their effectiveness in teaching and learning. These learning opportunities will be job embedded in a collaborative environment of dialogue and continuous improvement, supported by our instructional coaches and Instructional Leadership Team. Through professional development and learning, we are committed to continuous growth and improvement. In order to affect the dramatic change needed for our school, our staff will need continued collaborative opportunities to learn and grow together, continuously and with fidelity of implementation of the STEP model. Effective and honest collaboration increases reciprocal accountability so we learn and grow together as we internalize the learning that occurs during our professional development. Long-term change in professional practice requires time, effort and the opportunity to practice and receive feedback. The ongoing support of our instructional coaches will help us improve the school culture to increase its commitment to teaching and learning. In addition, it is critically important that we recognize the leadership of our administrative staff in encouraging the way and leading with the end in mind.

The dramatic change that will occur in our school will impact the entire community – our staff, parents, and students. Research shows that if children feel safe and valued, they are much more resilient. Our school is committed to addressing the social and emotional needs of students. The school culture will support continuous improvement for everyone, including our students, in the following ways:

- Building positive relationships with every child every day
- Developing the skills of the leadership team to specifically understand and support the social and emotional learning needs of our students
- Providing professional development and coaching for our staff to help them embed a deep understanding of how to meet the social and emotional learning needs of our students
- Developing relationships within the community to access and leverage resources to help meet the social and emotional learning needs of our students
- Increasing the use of small learning communities within the school day and during extended learning time

We are prepared to partner with Pearson K-12 Solutions and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes; therefore, we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

The incorporation and integration of the theatre arts across into our instructional program will result in improved student achievement for the following reasons:

- Student engagement will increase through the use of theatre arts, appealing to their interests, artistic, aspirations, and provide an additional connection to school.
- Student attendance will increase because student engagement has increased.
- With improved student attendance, student learning will increase and so will classroom performance and behavior.
- With improved engagement, attendance, and classroom achievement, this will lead to improved student performance on the MAEP.

In addition to the impact on students, teacher actions will change as well. Lesson planning, instructional delivery and classroom management will reflect their commitment to incorporating theatre arts in their daily actions. We will monitor the implementation of the theatre arts integration so we can determine its effectiveness in improving student achievement.

We believe that this plan will allow us to build capacity for sustaining continuous improvement for these reasons:

- We have increased instructional time for math and literacy instruction at all grades, doubling the number of minutes at each grade level devoted to numeracy and literacy.
- Building leadership is a crucial component of effective and sustained turnaround. Our comprehensive Leadership Institute will provide research based strategies to support their initial efforts. Then, this knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly cohort conversations.
- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Coaches (IC).
- The Instructional Coaches will continually model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.
- Improved committee structures and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all.
- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student.
- In Years 2 and 3, K-12 Solutions will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away.

Given the structure and support that K-12 Solutions brings to our school and our faculty, we are confident that we will be able to sustain the process of continuous improvement.

4. School Improvement Intervention Plan—5 page limit. Describe in narrative form the building plan for implementing the intervention model selected.

We are confident that together with the Pearson K-12 Solutions team, we can implement solutions that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA). We have selected the Pearson K-12 Solutions Model, a research based model, an approved provider by the Michigan Department of Education, because of its alignment with our needs. The STEP (School Transformation/Turnaround Education Partnership) model provides a comprehensive support model for building capacity for sustained school improvement and sustained school turnaround. The STEP model integrates 10 research-supported core elements:

Systematically Plan for School Improvement. Using a thorough diagnostic assessment, K-12 Solutions builds on the MDE CNA by visiting our school and collecting additional data through the following action steps:

- Performing a comprehensive diagnostic review including classroom observations, student and teacher focus groups, interviews with administrators, surveys of teachers, parents and students, an analysis of lesson plans and curriculum, as well as a review of the interoperability of technology systems.
- Assessing the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins.
- Facilitate the creation and commitment to a focused mission and vision.
- Through collaboration with our school stakeholders, the K-12 Solutions team will customize the STEP model and create a customized Theory of Action that will direct the development of our Implementation Plan that specifically address our needs.
- Create an Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative.

Develop Instructional Leadership. Strong leadership is a necessary component to successful school turnaround programs (Berends et al., 2001; Duke, 2004ii). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005iii). The following action steps will be included in this component:

- To prepare our principal to be an instructional leader and effective manager, the STEP model develops leadership skills via a Leadership Training Institute.

- The Pearson Achievement Advisor will provide ongoing mentoring and assistance.
- The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one that will transition to Learning Teams (LT) in year two.
- A school leadership team will be formed to facilitate school based decision making and monitor school improvement efforts and initiatives. The STEP model will provide our principal, and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

Create Collaborative Education Partnerships. School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004iv). To make school partnerships a reality we will:

- We will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving.

Emphasize School Culture. For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003v; Christle, Jolivet, & Nelson, 2007vi). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at Brenda Scott.
- Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Collaboratively create solutions to the following issues:
 - Attendance
 - Expulsions, suspensions and alternatives
 - Truancies
 - Academic failure and retention

We are committed to building a culture of high expectations and aspiration at our school.

Embed Achievement Support. Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- Instructional Coaches will provide “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice.

Align Curriculum. In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- If misalignment is evident, The K-12 Solutions team will work with Brenda Scott to effectively align our school’s curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade.
- Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific student’s needs.
- Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

Optimize Conditions for Teaching and Learning. We will begin the process by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction.
- Through classroom observations, the ability of teachers to effectively manage classrooms will be determined.

- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn.

Foster Knowledge Driven Decision-Making. Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:

- Provide teachers with professional development to become informed, collaborative data users.
- The K–12 Solutions team will help us create benchmark assessments using the current DPS Interim Assessment System, Learning Village, to create formative assessments.
- Facilitate the use of data tools for understanding and improving our practice. We are certain this will lead to improved student achievement.

Utilize Technology for Learning. We need easily accessible, accurate, reliable, and timely assessment data so we can become knowledge driven decision makers who can personalize instruction to insure that all students are learning. We will provide teachers with:

- Training to retrieve information from data systems fluently.
- Support for the interoperability of existing technology systems
- Professional development to examine how technology is used to enhance instruction and extend learning opportunities for students.
- Technological support so we can adequately meet our needs to become data users and our students' needs for personalized learning.

Evaluate for Continuous Improvement. Our Evaluation Plan, aligned with our customized Theory of Action and Implementation Plan, is created as part of the planning process described in STEP 1. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:

- Providing feedback to stakeholders regarding progress.
- Identifying the need for a change of course in a timely manner.
- Documenting short-, mid-, and long-term outcomes.

The dramatic change that will occur in our school will impact the entire community – our staff, parents, and students. Research shows that if children feel safe and valued, they are much more resilient. Our school is committed to addressing the social and emotional needs of students. The school culture will support continuous improvement for everyone, including our students, in the following ways:

- Building positive relationships with every child every day
- Developing the skills of the leadership team to specifically understand and support the social and emotional learning needs of our students
- Providing professional development and coaching for our staff to help them embed a deep understanding of how to meet the social and emotional learning needs of our students
- Developing relationships within the community to access and leverage resources to help meet the social and emotional learning needs of our students
- Increasing the use of small learning communities within the school day and during extended learning time

The STEP (School Transformation/Turnaround Education Partnership) model provides a comprehensive support model for building capacity for sustained school improvement and sustained school turnaround.

The K-12 Solutions STEP model deeply aligns with the Transformation and Turnaround models as outlined by the US Department of Education and is consistent with School Improvement Grants (SIG).

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Pearson K12 Solutions was selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Since Brenda Scott is a newly constituted school, we will need to spend some time learning about the existing collaborative efforts that have been in place and seek to understand the culture so that we can effectively create one united community that reflects parent engagement and strong community involvement.

We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.

We also will keep necessary information visible and accessible in the school's office and parent room to increase and maintain communication with parents and stakeholders. We provide the Detroit Public Schools Parent and Community Engagement pamphlet, A Parent and Student Basic Resource Guide that was developed solely by the stakeholders previously mentioned. We have formed relationships with the Neighborhood Service Organization who will service our school for a Gang Prevention Peer Mentoring Program, Real Talk 1 on 1 support and various Home Repair Workshops Series. We also have reached out to the FAST program, Families and Schools Together offered by the Black Family Development, Inc. One of its many areas of support is in improving relationships between parent and child. The Man Up, Gentlemen's Club and Ladies Club are additional programs to assist students with behavior, encouragement and etiquette skill training.

There are also Title I Parent Meetings that include additional areas of support for parents who are involved with supporting our students' social and emotional needs. The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become watchdogs of the Evaluation Plan. Each member serves as an advocate, sharing information within his or her stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers.

Additionally, community members, as our partners in learning, will be invited to participate in extracurricular activities for students, our thematic theatre presentations, and our mentoring program.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The School District of the City of Detroit (DPS) and the Detroit Federation of Teachers negotiated a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms. In order to develop specific recommendations in the area of instructional reform, procedures have been established for the development of Priority Schools.

The Priority Schools intend to offer a rigorous educational program, which includes extended day/year and measurable expectations. The District will provide all adopted instructional materials to effectively address the educational and instructional needs of students.

Cooperation between the District and the Union, will make it possible to accommodate necessary and unusual requirements in order to implement creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

Schools are determined to be Priority Schools based on, but not limited to the following criteria:

- Student performance of standardized tests
- Student attendance
- Transiency

- Chronic discipline and/or violence concerns
- Adequate Yearly Progress (AYP) Status
- Other provisions identified by No Child Left Behind (NCLB)

Special provisions for Priority Schools include, but are not limited to, the following:

- Schools identified, as Priority Schools will participate in Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School will select a School Leadership Team (SLT) as described in the collective bargaining agreement.
- Members selected for the Priority Schools must be Highly Qualified in their content areas.
- Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school.
- Flexible working conditions may be necessary to accommodate special requirements in the school.

In addition to the modifications to the collective bargaining agreement described above, Brenda Scott will modify local building policies and practices to address attendance issues, school-wide behavior management programs, flexible work schedules, a more rigorous set of teacher expectations, and a focus on lesson plan development to ensure the development and implementation of clear learning targets, high-yield instructional strategies, quality first instruction, differentiation, interventions and enrichment. Adjustments to the school master schedule will be implemented to create protected time for the establishment of professional learning communities and job embedded professional development.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

STEP MODEL SERVICES, ACTIVITIES & DELIVERABLES

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
Phase I: Leadership Development and Instructional Coach Training	
July 2010-January 2011	
Start-Up Activities (Timeline)	Start-Up Deliverables
<ul style="list-style-type: none">• Conduct meetings to prepare SIG applications• Conduct district-level meetings to confirm and clarify contract expectations with district administrators.• Kick-off Leadership Institute• Recruit, select, and train Achievement Advisor and Instructional Advisor(s)	<p>Collaborative development and submission of SIG Applications and SIG Budgets</p> <p>Two district-level meetings to prepare for implementation with the participating district administrators</p> <p>STEP model presentation at each school site.</p> <p>Mission/Vision/Values Workshop at each school site. Development of “Language of Instruction” at each school site.</p> <p>Leadership Institute</p> <p>Coaching Boot Camp for District employed Instructional coaches in STEP schools.</p>
Phase II: Diagnostic Evaluation and Planning for Implementation	
Year One Activities (Timeline)	Deliverables
<ul style="list-style-type: none">• Analyze school documents to support comprehensive diagnostic analysis• Conduct onsite diagnostics—observe classrooms, review lesson plans, conduct	<p>Diagnostic Evaluation Report measuring school progress on STEP school improvement continuum</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>interviews and focus groups, administer surveys to students, teachers, and parents, and review student artifacts for alignment to curriculum/level or rigor</p> <ul style="list-style-type: none"> • Complete longitudinal student achievement analysis • Analyze all achievement and perception data; interpret data and present findings in a comprehensive report • Summarize findings in Diagnostic Report for each school • Facilitate Theory of Action with School Improvement Team and collaboratively develop Action Planning Scope of Work aligned to School Improvement Plan • 	<p>Presentation about diagnostic findings to each school's administration and faculty.</p> <p>Comprehensive School Action Plan for school improvement aligned to School Improvement Plan</p> <p>Evaluation Plan aligned to School Action Plan</p> <p>Embedded Achievement Advisor and Instructional Coach Advisor(s) as onsite support for principal, school improvement team and teachers</p>
Phase III: Launch of the Implementation Plan	
January 2011-June 2011	
Year One Activities (Timeline)	Year One Deliverables
<ul style="list-style-type: none"> • Provide monthly, full-day principal cluster meetings to create a common language of leadership for STEP implementation and leading school turnaround at DPS designated facility. • Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the initial district-planning meeting that require targeted support • Provide site-based weekly mentoring and coaching support to site-based DPS instructional coaches to ensure coaching practices are effective and embedded with research-based practices delivered during coaching boot camp training and ongoing coaching professional development sessions. The Pearson Instructional Advisors will conduct weekly classroom walk-thru's with the site-based instructional coaches to determine appropriate coaching strategies and 	<p>Monthly Cluster Meetings for the school administrator(s) from each participating school led by K-12 Solutions Staff member and K-12 Solutions Advisor. Syllabus provided for each monthly Principal Leadership Institute. Materials supporting monthly Principal Leadership Cluster meetings provided for attendees, including books, binders, handouts.</p> <p>Weekly PD sessions for the DPS instructional coaches.</p> <p>Weekly coach the coach sessions. Pearson Instructional Advisors conduct classroom walkthroughs with site-based DPS instructional coaches to collect classroom observation data, provide coaching support of DPS instructional coaches to ensure coaching methodology obtained from</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>monitor instructional growth. The Pearson Instructional Coach Advisors will ensure accountability for site-based instructional coaches through weekly coaching logs, classroom observation data reports, and direct consultation regarding strategies to build coaching capacity and instructional effectiveness. The Pearson Instructional Coach Advisors will focus on content pedagogy, research-based high yield instructional strategies, and building a common Language of Instruction within every classroom.</p> <ul style="list-style-type: none"> • Support the embedded team through progress monitoring calls, remote and onsite support from senior K–12 Solutions team members. • Collect online VAL-ED data from principal, teachers, and principal’s supervisor. AA meet with principal/DPS supervisor to collaboratively analyze VAL-ED report and design personalized professional development plan • Achievement Advisor monitor and support principal’s professional development plan (weekly) • Build leadership capacity through job-embedded training and coaching by the Achievement Advisor, including weekly full-day meetings to look at data, conduct learning walks, and focus on teacher support (weekly) • Achievement Advisor and principal collaboratively plan Building ARP Implementation Team meetings (monthly) • Facilitate and train Building ARP Implementation Team through regular meetings (monthly) • Continuously collect data to monitor progress against School Improvement Plan • Establish community partnerships and parent groups, and define purpose and role of committee and development of sub-committee’s turnaround plan needs (determined during district-level consultation to smoothly integrate with in- 	<p>trainings is utilized to build instructional capacity.</p> <p>Weekly coaching logs are completed by DPS on-site instructional coaches and analyzed by Pearson Instructional Advisors. Weekly coaching goals are discussed and Pearson Instructional Advisors provide materials</p> <p>Weekly school site-specific services delivered by Instructional Advisor(s) and Achievement Advisor to each school, including classroom coaching support, professional development modules, data meetings, and curriculum development</p> <p>Monthly school site-specific services for each school, including a planning meeting between the Achievement Advisor and school site administrative team</p> <p>Baseline VAL-ED assessment provided for all principals to quantify professional growth plan.</p> <p>Personalized professional development plans created, supported, and monitored for all principals using VAL-ED data</p> <p>Facilitation of the school’s monthly ARP meeting by the Achievement Advisor in collaboration with the principal. Attend district ARP Implementation Team meetings (monthly)</p> <p>Establishment of community partnerships and committees to support the school improvement Implementation Plan, with scheduled meeting dates.</p> <p>Monthly project management reports to the district by the Program Manager</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> place committee structures) Facilitate development of clear learning targets with on-site instructional coaches aligned to DPS pacing calendars and assessment schedule in conjunction with identified teacher teams from each school in reading and math (SIG funding targeted for substitute teachers to enable teacher participation). Achievement Advisor confers with principal to collaboratively evaluate professional growth based on VAL-ED data and other data points, including student achievement Develop annual evaluation report Implement interim formative assessments and provide teachers and administrators with training in the use of data to inform instruction Conduct progress-planning meetings (weekly) Provide progress reports on leadership and school's progress (monthly) 	<p>Evaluation of each year of program implementation and outcomes at each school that requires preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results)</p> <p>Two district-level meetings to prepare for LT implementation with the participating district administrators</p> <p>Two half-day meetings for LT introduction and institute preparation for school administrators, delivered the semester prior to the semester they begin implementation</p> <p>Five-day Summer Teacher workshop focused on strategies identified within the STEP action plan with identified DPS staff.</p>
Phase IV: Continued School Improvement Implementation and Introduction of Collaborative Workgroups	
July 2011-June 2012	
Year Two Activities (Timeline)	Year Two Deliverables
<ul style="list-style-type: none"> Assess progress, strengths, and weaknesses and co-develop plans for the next school year Conduct two-day Summer Instructional Leadership Institute for ILT and the principal from each STEP school Support development of lesson plans aligned to DPS curriculum guides for reading and math, with identified groups of teachers in conjunction with identified teacher teams from each school (the school district provides workspace and compensates teachers for their participation) Conduct summer workshops, as defined by diagnostic process (the school district 	<p>Two-day Instructional Leadership Institute for ILTs from all participating schools, delivered each summer of the project</p> <p>Five-day Summer Teacher Workshop focused on strategies identified within the STEP Implementation Plan</p> <p>Continued refinement of curricular guides with identified school staff</p> <p>Monthly regional meetings for the school administrator(s) from each participating school, Principal Institutes led by K-12 Solutions senior staff member and</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>provides a facility and compensates teachers for participation in workshops)</p> <ul style="list-style-type: none"> • Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the diagnostics that require targeted support • Create and support conditions for teaching and learning (Ongoing) • Develop site leaders through monthly meetings, onsite coaching, and personalized professional development (Monthly) • Support the development of positive school culture for student aspirations and community engagement through mentoring, modeling, and direct instruction (Ongoing) • Continuously collect data to monitor progress and inform instruction (Ongoing) • Build effective teacher collaboration by establishing Learning Teams (LT) workgroups, settings, and protocols led by an onsite facilitator (as readiness is achieved) • Implement, measure, monitor, and adjust improvement elements in the LT setting (Ongoing) • Instructional Advisor(s) provide regular classroom support (Ongoing) • Achievement Advisor provides regular school support (Ongoing) • Achievement Advisor and principal collaboratively plan Building ARP Implementation Team meetings (Monthly) • Attend District ARP Implementation Team meetings (Monthly) • Collect online VAL-ED data from principal, teachers, and principal supervisor twice each year • Collect data to monitor progress of leaders (Ongoing) • Achievement Advisor confers with principal to collaboratively evaluate professional growth based on VAL-ED data and other data points including 	<p>Achievement Advisor</p> <p>Monthly school site-specific services delivered to each school, including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly ILT meeting by the K–12 Solutions Achievement Advisor, and visitation to one teacher workgroup at each site each week by the K–12 Solutions Advisor</p> <p>VAL-ED assessment provided for all principals twice a year to quantify professional growth</p> <p>Personalized professional development plans created, supported, and monitored for all principals using VAL-ED data</p> <p>Facilitation and training of monthly Building Instructional Leadership Teams at each school by the DPS School Improvement Coaches in collaboration with the principal</p> <p>Monthly reports to the district by the Pearson Program Manager.</p> <p>Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results)</p> <p>Monthly coordination meetings with district office to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in the future</p> <p>Yearly one-day Follow-Up Instructional Leadership Institute for ILTs from all</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> student achievement (twice each year) • Provide progress reports on leadership and school's progress to the ARP monitor (Monthly) • One-day Follow-Up Instructional Leadership Institute (Winter) • Implement intensive school cluster in-house advisor training program. ○ 	<ul style="list-style-type: none"> participating schools, delivered each winter of the project
July 2012-June 2013	
Year Three Activities (Timeline)	Year Three Deliverables
<ul style="list-style-type: none"> • Assess progress, strengths, and weaknesses, and co-develop plans for the next school year • Conduct two-day Summer Instructional Leadership Institute to include ILT and principal from each STEP school • Continue to develop and refine curriculum guides for reading and math with identified groups of teachers, in conjunction with identified teacher teams from each school (the school district provides workspace and compensates teachers for their participation) • Conduct summer workshops, as defined by diagnostic process (the school district provides the facility and compensates teachers for participation in workshops) • Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the diagnostics that require targeted support (Ongoing) • Continue to develop site leaders through monthly meetings, personalized professional development, and onsite coaching (Ongoing) • Support the development of positive school culture for student aspirations and community engagement through mentoring, modeling, and direct instruction (Ongoing) • Continuously collect data to monitor progress and inform instruction (Ongoing) • Build effective teacher collaboration by 	<ul style="list-style-type: none"> • Two-day Instructional Leadership Institute for ILTs from all participating schools, delivered each summer of the project • Five-day Summer Teacher Workshop focused on strategies identified within the STEP Implementation Plan • Continued refinement of lesson plans with identified school staff. • Monthly regional meetings for the school administrator(s) from each participating school, led by K–12 Solution staff members and Achievement Advisor • Monthly school site-specific services delivered to each school, including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly ILT meeting by the DPS School Improvement Coach, and a visit to one teacher workgroup at each site each week by the Achievement Advisor or Instructional Coach Advisor. • Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results) • Monthly coordination meetings with

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
establishing LT workgroups, settings, and protocols led by an onsite facilitator (Ongoing) • Implement, measure, monitor, and adjust improvement elements in the LT setting (Ongoing) • Achievement Advisor provides regular school support (Ongoing) • One-day Follow-Up Instructional Leadership Institute (Winter)	district office to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in the future • Yearly one-day Follow-Up Instructional Leadership Training Institute for ILTs from all participating schools, delivered each winter of the project

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics for each of the next three years as determined by the state's assessments (MEAP/MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	47.7%	52.7%	57.7%	62.7%
Mathematics	33%	38%	43%	48%

IDENTIFIED PROBLEM:

IDENTIFIED PROBLEM:**SMART GOAL:****STRATEGY TO ADDRESS THE PROBLEM:** Identify target areas to increase student achievement by 5% in mathematics.

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed February, 2011	Activities completed March, 2011	Activities completed April, 2011	Activities completed May/June, 2011	Indicators of Success
1	Identify target areas	Star & MEAP math scores	Administration and teaching staff	<u>Potential Barriers:</u> Teacher resistance		Review of math data	Review of math data	Review of math data	Raised math scores
				<u>Potential Support:</u> Mentor teachers					
2	Offer Professional Development in math strategies to increase student achievement	Math materials	Instructional specialist and math coach	<u>Potential Barriers:</u> Time for PD		Provide math PD training	Provide math PD training	Provide math PD training	Completion of math PD training
		Pearson		<u>Potential Support:</u> Pearson					
3	Creation of Schedule for math observation, modeling and feedback	Observation sheet	Instructional specialist and math coach	<u>Potential Barriers:</u> Teacher time		Create Proficiency Checklist for Observations	Feedback of observation for improvement of instructions	Feedback of observation for improvement of instructions	Completion of observation data checklist
				<u>Potential Support:</u> Administration					
4	Use of TI-84 plus graphing calculators middle school	Calculators	Math teachers	Potential Barriers No batteries		Calculator exercises	Calculator exercises	Calculator exercises	Improvement of usage of calculators
	Desk calculators for elementary school			Potential Support: Stock batteries					
5	Using technology to enhance math skills and concepts	35 – 40 computers	Technology and math coach	<u>Potential Barriers:</u> Availability of computers		Hands-on technology training	Hands-on technology training	Hands-on technology training	Integration of technology in lessons
			Pearson	<u>Potential Support:</u> Tech & math coach and Instructional specialist					

STRATEGY TO ADDRESS THE PROBLEM: Identify target areas to increase student achievement by 5⁰ in mathematics.

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed February, 2011	Activities completed March, 2011	Activities completed April, 2011	Activities completed May/June, 2011	Indicators of Success
6	Integration of art in math lessons	Participants	Administration, instructional specialist, math coach and teaching staff	<u>Potential Barriers:</u> Teacher resistance				Art integration conference in Dallas, TX	Presentation of materials covered at conference
		Travel and conference expenses		<u>Potential Support:</u> Mentor teachers					
7				<u>Potential Barriers:</u>					
				<u>Potential Support:</u>					
8				Potential Barriers					
				<u>Potential Support:</u>					
9				Potential Barriers					
				Potential Support:					
10				<u>Potential Barriers:</u>					
				<u>Potential Support:</u>					

Summer Plan

STRATEGY TO ADDRESS THE PROBLEM:

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed June, 2011	Activities completed July, 2011	Activities completed August, 2011	Indicators of Success
1	Offer Professional Development in math strategies to increase student achievement	Math materials	Instructional specialist and math coach	<u>Potential Barriers:</u> Time for PD		Provide math PD training	Provide math PD training	Provide math PD training
		Pearson		<u>Potential Support:</u> Pearson				
2	Creation of Schedule for math observation, modeling and feedback	Observation sheet	Instructional specialist and math coach	<u>Potential Barriers:</u> Teacher time		Create Proficiency Checklist for Observations	Feedback of observation for improvement of instructions	Feedback of observation for improvement of instructions
				<u>Potential Barriers:</u> Administration				
3		Pearson		<u>Potential Support:</u> Pearson				
				Potential Support:				
4				Potential Barriers:				
				Potential Support:				
5				Potential Barriers:				
				Potential Support:				

IDENTIFIED PROBLEM:**SMART GOAL:****STRATEGY TO ADDRESS THE PROBLEM:** To improved writing across the curriculum by 5%.

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed February, 2011	Activities completed March, 2011	Activities completed April, 2011	Activities completed May/June, 2011	Indicators of Success
1	Identify target areas: 6+1 Traits Of Writing	MEAP writing scores	Administration and teaching staff	<u>Potential Barriers:</u> Teacher resistance		Review of writing data	Review of writing data	Review of writing data	Raised writing scores
				<u>Potential Support:</u> Mentor teachers					
2	Offer Professional Development in using the 6 + 1 writing traits to increase student achievement	6 + 1Writing materials	Instructional specialist and literacy coach	<u>Potential Barriers:</u> Time for PD		Provide PD in the 6 + 1 writing traits training	Provide PD in the 6 + 1 writing traits training	Provide PD in the 6 + 1 writing traits training	Completion of PD in the 6 + 1 writing traits training
		Pearson		<u>Potential Support:</u> Pearson					
3	Creation of Schedule for writing observation, modeling and feedback	Observation sheet	Instructional specialist and literacy coach	<u>Potential Barriers:</u> Teacher time		Create Proficiency Checklist for Observations	Feedback of observation for improvement of instructions	Feedback of observation for improvement of instructions	Completion of observation data checklist
				Potential Support: Administration					
4	Student to become proficient in the writing based on the 6 + 1 writing rubrics	Classroom management open and closures	Administration and Pearson	Potential Barriers: Teacher time		Writing proficiency based on 6 + 1 Trait Writing Model	Writing proficiency based on 6 + 1 Trait Writing Model	Writing proficiency based on 6 + 1 Trait Writing Model	Improvement in the writing process.
				Potential Support: Pearson					
5				Potential Barriers: No data available					
				Potential Support: Cognos					

Summer Plan

STRATEGY TO ADDRESS THE PROBLEM:

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed June, 2011	Activities completed July, 2011	Activities completed August, 2011	Indicators of Success
1	Offer Professional Development in using the 6 + 1 writing traits to increase student achievement	6 + 1 Writing materials	Instructional specialist and literacy coach	<u>Potential Barriers:</u> Time for PD		Provide PD in the 6 + 1 writing traits training	Provide PD in the 6 + 1 writing traits training	Provide PD in the 6 + 1 writing traits training
		Pearson		<u>Potential Support:</u> Pearson				
2	Creation of Schedule for writing observation, modeling and feedback	Observation sheet	Instructional specialist and literacy coach	<u>Potential Barriers:</u> Teacher time		Create Proficiency Checklist for Observations	Feedback of observation for improvement of instructions	Feedback of observation for improvement of instructions
				<u>Potential Barriers:</u> Administration				
3		Pearson		<u>Potential Support:</u> Pearson				
				Potential Support:				
4				Potential Barriers:				
				Potential Support:				
5				Potential Barriers:				
				Potential Support:				

IDENTIFIED PROBLEM:**SMART GOAL:****STRATEGY TO ADDRESS THE PROBLEM:** To create Mentor Program to improve student achievement.

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed February, 2011	Activities completed March, 2011	Activities completed April, 2011	Activities completed May/June, 2011	Indicators of Success
1	Identify Mentor Teachers and Mentee Teachers.	Educators with an open mind	Administration	Potential Barriers: Teacher resistance	Targeted mentor and mentee teachers				
				Potential Support: Mentor teachers					
2	Create a common language for quality instruction.	Observation rubric	Instructional specialist	Potential Barriers: Teacher time		PD - March 5 Using data to make instructional decisions	PD - April 13 Differentiated instructional activities and resources		Educators are all aliened with same goals
		Element 2 of Diagnostic Report		Potential Support: Administration					
3	Offer Professional Development for Mentor Teachers and Coaches.	Coaching Boot Camp	Instructional specialist, math and literacy coaches	Potential Barriers: Time for PD		Provide PD training			Completed PD training
		Marcie from Pearson for Mentor Teachers		Potential Support: Pearson					
4	Create a Model Classroom	5 th Grade Teacher Julia Pitts and Classroom	Ms Pitts (BSA) Melita (Pearson)	Potential Barriers: Teacher time		Observation of model classroom			Completion of model classroom
		Melita from Pearson for Math		Potential Support: Pearson					
5	Implement a Data Collection Plan	Pre/Ongoing/Post Data Collection Checklist	Test coordinators	Potential Barriers: No data available	Create Proficiency Checklist for Observations	Feedback of observation for improvement of instructions	Feedback of observation	Feedback of observation	Completion of data collection plan
				Potential Support: Cognos					

STRATEGY TO ADDRESS THE PROBLEM:

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed February, 2011	Activities completed March, 2011	Activities completed April, 2011	Activities completed May/June, 2011	Indicators of Success
6	Focus Strategies for Mentors, Coaches and Instructional Specialists	Classroom management open and closures Questioning techniques	Administration and Pearson	Potential Barriers: Teacher time Potential Support: Pearson	Highlight Rubric for Focus Strategies	Highlight Rubric for Focus Strategies	Highlight Rubric for Focus Strategies	Highlight Rubric for Focus Strategies	
7	Celebration Fairs (1 st -2 weeks then every month thereafter during Staff Meeting first Wed.)	Certificates Staff presenters	Instructional specialist, math and literacy coaches	Potential Barriers: Availability of needed Resources Potential Support: Collaborative mentor planning time		Mentor and mentee roundup	Mentor and mentee roundup	Graduation Celebration	
8	Creation of Mentor/Mentee Schedule for Observation, Modeling and Feedback	Observation sheet	Instructional specialist, math and literacy coaches	Potential Barriers: Teacher time Potential Support: Administration		Observation and feedback	Observation and feedback	Observation and feedback	Completion of observation data checklist
9				Potential Barriers: Potential Support:					
10				Potential Barriers: Potential Support:					

Summer Plan

STRATEGY TO ADDRESS THE PROBLEM:

Task	Action Steps Needed to Effectively Implement the Strategy	Resources Needed:	Persons Responsible	Potential Barriers and Supports	Activities completed June, 2011	Activities completed July, 2011	Activities completed August, 2011	Indicators of Success
1	Focus Strategies for Mentors, Coaches and Instructional Specialists	Classroom management open and closures Questioning techniques	Administration and Pearson	Potential Barriers: Teacher time Potential Support: Pearson	Highlight Rubric for Focus Strategies	Highlight Rubric for Focus Strategies		
2	Offer Professional Development for Mentor Teachers and Coaches.	Coaching Boot Camp Marcie from Pearson for Mentor Teachers	Instructional specialist, math and literacy coaches	Potential Barriers: Time for PD Potential Support: Pearson	Provide PD training	Provide PD training		
3				Potential Barriers: Potential Support:				
4				Potential Barriers: Potential Support:				
5				Potential Barriers: Potential Support:				

				Potential Barriers:				
				Potential Support:				
				Potential Barriers:				
				Potential Support:				

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Brenda Scott Academy also collaborated with parents, teachers, Leadership Team and Pearson Education in preparing this School Improvement Application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Pearson's STEP Model is delivered in four phases that work synergistically to deeply embed the necessary elements for sustained change.

Phase I—Diagnostic Evaluation, Planning, and Start of Implementation

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Beckham Academy. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation. Through this process, we uncover the root causes of chronic school and student underperformance and create an action plan to remove the obstacles and barriers, while building the capacity for sustained school improvement.

Phase II—Leadership and Teacher Development

The Pearson K-12 Solutions team will lead a Principal Leadership Institute for key administrators to gain leadership skills necessary to lead the STEP model and sustain continued school improvement growth. Also during Phase II, the STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction and instructional strategies the correlates highly to student learning and sustained student engagement throughout the lesson
- Improving the academic achievement of diverse student population through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English Language Learners (ELLs)
- Using data to inform instruction and personalize student learning

During Phase II, a strong set of practices is developed, reinforced and embedded into the school culture, building the school and staff capacity to sustain the school improvement initiative once Pearson steps down from the contracted engagement.

Phase III—Continued Leadership Development and Collaborative Teacher Learning

While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that encourages teacher input, engages teachers to refine their teaching and produce better student results. Learning Teams not only improves student

achievement and school culture, but also builds within schools the capacity to continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.

Following the grant funding cycle, the activities described in this phase will be supported and funded through school, district, state and Title I Funding.

Phase IV: Building Internal Capacity for Sustained and Continuous Improvement

Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson's STEP will provide Beckham Academy with the knowledge, strategies and skills necessary to monitor progress and improve instruction.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closur

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

School: _____

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Brenda Scott Year 1 Implementation \$2,000,000

Budget

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	Extended School Day Program. Funds needed to pay every staff member for an additional hour in the school day	\$450,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	2 Literacy Coaches who will be utilized to bring up elementary testing scores and middle school testing scores. 1 will be utilized for the elementary population and one for the middle school population. @ Instructional Specialists, one for middle school math and the other for elementary school math.	\$298,396.00
		BENEFITS		\$130,544.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	6 Toshiba Copy Machines each costing \$10,000.Two per floor to be utilized by teaching and office staff.	\$60,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	10 Associate teachers to assist the teachers in small group testing and with Dibels,Star Reading,Accelerated Math and Reading.	\$129,160.00
		BENEFITS		\$159,920.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Teacher Testing Supplies	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Attendance agent to ensure students do not miss excessive days so our attendance requirement is met.	\$59,000.00
		BENEFITS		\$28,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Supplies for the attendance agent to assist in job.	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	2 Deans Of Students one the elementary population and one for the middle school population	\$148,848.00
		BENEFITS		\$65,272.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Summer Institute to increase student performance in all subjects(\$40,000) and professional development workshops(20,000)	\$60,000.00
		BENEFITS		
		PURCHASED SERVICES	Teacher training by Pearson to ensure at least a 5% increase in writing,ELA and math	\$75,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for all professional development workshops and other teacher training inservices	\$6,000.00
225	Instruction Related Technology	SALARIES	Professional Development training for using ELMOS	\$30,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	40 ELMOS for teachers to use in their classroom to increase the quality of instruction.40 at \$1,200 apiece and 50 DELL Computers at \$1500 apiece to set up a technology lab to be used schoolwide. Classes will be given a schedule and this will be used for writing and special projects in addition to subject matter assignments.	\$123,000.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES	Academic Engagement Advisor to supervise all academic programs in the school and to determine with the teachers and administrators what is working and what is not.	\$79,000.00
		BENEFITS		\$36,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES	The Pearson group which will help teachers in all areas and give the school a firmer standing academically	\$41,860.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$2,000,000.00

School: _____

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Brenda Scott Year 2 1,340,000 Budget

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	Extended School Day Program. Funds needed to pay every staff member for an additional hour in the school day	\$450,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	2 Literacy Coaches who will be utilized to bring up elementary testing scores and middle school testing scores. 1 will be utilized for the elementary population and one for the middle school population. @ Instructional Specialists, one for middle school math and the other for elementary school math.	\$298,396.00
		BENEFITS		\$130,544.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	Teacher Testing Supplies	\$10,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Attendance Agent to ensure students do not miss excessive days so our attendance requirement is met	\$59,000.00
		BENEFITS		\$28,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Supplies for the attendance agent to assist in job.	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Summer Institute to increase student performance in all subjects(440,000) and professional development workshops(20,000)	\$60,000.00
		BENEFITS		
		PURCHASED SERVICES	Teacher training by Pearson to ensure at least a 5% increase in writing,ELA and math	\$75,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for all professional development workshops and other teacher training inservices	\$6,460.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	15 DELL Computers for \$1500 each to put in individual teacher classrooms	\$22,500.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES	Academic Engagement Advisor to supervise all academic programs in the school and to determine with the teachers and administrators what is working and what is not.	\$79,000.00
		BENEFITS		\$36,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	Extended School Day	
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES	The Pearson group which will help teachers in all areas and give the school a firmer standing academically	\$75,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,340,000.00

School: _____

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Brenda Scott \$897,800 Budget-Year 3

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	Extended School Day Program. Funds needed to pay every staff member for an additional hour in the school day	\$450,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	2 Literacy Coaches who will be utilized to bring up elementary testing scores and middle school testing scores. 1 will be utilized for the elementary population and one for the middle school population.@ Instructional Specialists, one for middle school math and the other for elementary school math.	\$298,396.00
		BENEFITS		\$130,544.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Professional development Workshops	\$12,860.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for all professional development workshops and other teacher training inservices	\$6,000.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$897,800.00

		CAPITAL OUTLAY	
		OTHER EXPENDITURES	
			TOTAL

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	
Number of minutes in the school year	
Student Data	
Dropout rate	
Student attendance rate	
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	

International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services.

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal- The principal of Brenda Scott Middle School was replaced with Dr. Ronnie Sims, former principal of Fleming Academy. He is committed to the school transformation process and has been instrumental in the development of the transformation plan and the SIG application.
2. Include student data in teacher/leader evaluation-All teachers and leaders will have access to summative and formative student level data so that they are able to make knowledge driven decisions about teaching and learning. As a result, student data will be included as part of a comprehensive and fair evaluation system.
3. Evaluations that are designed with teacher/principal involvement
4. Remove leaders/staff that have not increased achievement-
Staff that has not meet requirements placed upon them set by the transformational/turnaround school concept will face the possibility of non-renewal within the school.
5. Provide on-going job embedded staff development

Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

The STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a **Language of Instruction** to create a school-wide vision

of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.

- Implementing elements of effective instruction and instructional strategies that correlate highly to student learning and engagement
- Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs)
- Using data to inform instruction and personalize student learning

6. Implement financial incentives or career growth or flexible work conditions.

In order to retain and recruit skilled staff, various strategies will be implemented. For example:

- **Financial incentives**, such as additional pay for afterschool, Saturday and summer work, and a performance pay incentive stipend
- **Shared decision making** to provide increased opportunities for promotion and career growth and to have a voice in guiding the school in new directions
- **Flexible working conditions** to include, but not limited to, release time within the school day for collaborative planning and professional development opportunities
- **Extended day and year opportunities**
- **High quality and job-embedded professional development**
- **Selective hiring and retention process** so that teachers are surrounded by like-minded teaching professionals with high expectations for themselves and all students

Additionally, Brenda Scott Academy staff will have the option to participate in the School-Based Performance Bonus Program. Should Brenda Scott choose to participate, the SLT will craft an application responding to the established qualifications determined by the Joint Labor Management

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Beckham Academy. This process includes a needs analysis that we call comprehensive school diagnostic evaluation. During the diagnostic school evaluation, an extensive review is conducted within the following areas:

- Consistency and quality of classroom practices, routines, and teaching strategies
- Curriculum implementation that is aligned horizontally and vertically from one grade level to the next
- Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources
- School organization and collaboration effectiveness—including processes for peer development and priority setting, school calendar, and scheduling
- Quality and fidelity of curriculum implementation—including identification of gaps in curriculum, teacher plans and alignment of

teacher work to state standards

Borman et al. (2003) note the strong relationship between the quality of comprehensive school reform implementation and positive effects on education outcomes. The systematic approach to STEP planning and implementation we use has many benefits. It requires methodical thinking and planning, which highlights areas of strength and weakness and therefore allows schools to think through possible scenarios to identify potential barriers and support to successful program implementation.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Brenda Scott Academy is committed to using data and scientifically based research to guide tiered instruction for all students to master the curriculum. We will maximize our use of all available formative assessments such as district-wide formative benchmarks (Learning Village). Our staff will use data to promote continuous improvement and to differentiate instruction to meet the student needs.

As our staff becomes more skilled at using assessments to plan and deliver effective instruction, we will engage in continuous monitoring and reflective practices. By collecting a variety of data, we will have a clearer picture of both root and secondary causes that explain the gap between current performance and desired performance.

With the guidance of our Pearson partners, the Brenda Scott Academy staff will use all available data to inform and plan tiered instruction for all students based on the Michigan State Standards. Learning Teams will provide the structure for team meetings and will focus on data driven decision-making and the teaching and learning cycle. An Instructional Leadership Team (ILT) will be put in place to

serve as a link between each school team and administration to review data, provide resources, guidance, and support.

We will utilize staff and specialists to help each teacher implement differentiated instruction to meet student needs according to student data. The data will be used by teachers to group students in the classroom for differentiated instruction and to supply extra support for at risk students. It will also be posted inside the classroom so students and parents can monitor progress. Learning Village will be used by staff, parents and students to access and use data for increase test scores.

9. Provide increased learning time

Time and the school calendar play an important role in student learning outcomes and in creating community- oriented schools. Brenda Scott Academy seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. STEP will help our school define and optimize opportunities for increasing learning time and building community-oriented schools. We will maximize the use of technology supported instructional tools so that learning is not limited by the school calendar or the walls of the school. In addition, the Scott plan specifically identifies provisions for extended day instruction to enhance the current Detroit Public Schools offering. It is the intent of Brenda Scott Academy to extend after school programming to Tier II students who may need corrective instruction and even Tier I students who would excel with enrichment opportunities.

The Brenda Scott Academy extended day will provide opportunities for both

intensive intervention as well as fine arts programming to provide the needed academic support, along with a high interest and motivating component, to encourage and sustain participation. These programs will be coordinated with extended day opportunities already in place.

- Extended learning time for all students in the core areas.
 - We have a schedule in place with an emphasis on Reading and Math.
 - Our elementary and our middle school schedules are based on a nine-hour class day.
 - The elementary has 3 hours of Reading, 2 hours math, 1-hour social studies, 1 hour of science and one elective daily.
 - Our middle school has two hours of Reading, 2 hours of mathematics, 1 hour of science, 1 hour of social studies and two electives daily.
 - We are in compliance with the district mandated schedule. (see attachment)
 - The amount of time we have for reading and math is 1 hour more than we had last year. We use this extra hour to intensify group instruction, identify students who are and are not reaching their academic goal.

10. Provide ongoing mechanisms for family and community engagement

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization. Detroit Public Schools has contracted with Pearson K12 Solutions to provide ongoing, intensive technical assistance and related support to Brenda Scott Academy.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.

The Extended Day Program is in place to support student achievement. However, teachers who teach in the extended day program have a financial incentive and can earn extra pay while helping to raise student achievement. to do so.

Additionally, Brenda Scott Academy staff will have the option to participate in the School-Based Performance Bonus Program. Should Brenda Scott choose to participate, the SLT will craft an application responding to the established qualifications determined by the Joint Labor Management Committee.

2. Institute a system for measuring changes in instructional practices that result from professional development.

A system will be in place to optimize conditions for teaching and learning. We will begin the process by:

- ☐ Observing teacher performance, delivering targeted professional development accompanied by coaching
- ☐ Creating opportunities for collaborating for improving instruction and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction.
- ☐ Through classroom observations, the ability of teachers to effectively manage classrooms will be determined.
- ☐ School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

The staff from Brenda Scott and Fleming were all interviewed for the 2010-2011 school year by a committee which consisted of a Union Rep from the district, Keith Johnson, Principal, Ronnie Sims, Asst. Principal, Mr. Branson, Dr. D.Collbert, Asst.Superintendent, Dr. Wilson, Principal from Osborn H.S. and Glorial Ann, from Staff Development. This process resulted in at least 50 % of the teachers were replaced and the team having the flexibility to select and retain preferred teaching candidates

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- ☐ During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- ☐ If misalignment is evident, The K-12 Solutions team will work with Brenda Scott to effectively align our school's curriculum with Michigan standards to build an aligned,

supportive pipeline that verifies students are prepared to transition successfully from grade to grade.

□ Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific student's needs.

□ Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

5. Implement a school wide Response to Intervention model.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners. We are committed to providing significant professional learning opportunities for our staff to increase their effectiveness in teaching and learning which will benefit and support students in least restrictive environment and English language learners. These learning opportunities will be job embedded in a collaborative environment of dialogue and continuous improvement, supported by our instructional coaches and Instructional Leadership Team. Through professional development and learning, we are committed to continuous growth and improvement. In order to affect the dramatic change needed for our school, our staff will need continued collaborative opportunities to learn and grow together, continuously and with fidelity of implementation of the STEP model.

Effective and honest collaboration increases reciprocal accountability so we learn and grow together as we internalize the learning that occurs during our professional development. Long-term change in professional practice requires time, effort and the opportunity to practice and receive

feedback. The ongoing support of our instructional coaches will help us improve the school culture to increase its commitment to teaching and learning. In addition, it is critically important that we recognize the leadership of our administrative staff in encouraging the way and leading with the end in mind.

6. Use and integrate technology-based interventions.

7. Increase rigor through such programs as AP, IB, STEM, and others.

9. Provide summer transition programs or freshman academies

We will have summer transition and enrichment programs they are as follows:

- Summer Learning Academy (mandated by the district)
- Summer Learning Communities (Enrichment) and
- Catapult Learning (Enrichment for all levels high, middle or low achievers.)

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

We will reduce the retention rates and improve the number of students who go to the next grade level by increasing the use of small learning communities within the school day and during extended learning time.

11. Establish early warning systems to identify students who may be at risk of failure.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

The dramatic change that will occur in our school will impact the entire community – our staff, parents, students. Research shows that if children feel safe and valued, they are much more resilient. Our school is committed to addressing the social and emotional needs of students. The school culture will support continuous improvement for everyone,

including our students, in the following ways:

☐ **Building positive relationships with every child every day**

☐ **Developing the skills of the leadership team to specifically understand and support the social and emotional learning needs of our students**

☐ **Providing professional development and coaching for our staff to help them embed a deep understanding of how to meet the social and emotional learning needs of our students**

☐ **Developing relationships within the community to access and leverage resources to help meet the social and emotional learning needs of our students**

☐ **Increasing the use of small learning communities within the school day and during**

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff. Our master school schedule provides time for one hour meetings on three Wednesdays each month. **As a school, we have the potential to 'bank' this time to create one three hour session** for more in-depth professional learning. We will use our common prep time and grade level planning meetings for teacher collaboration and professional learning. In addition to our weekly grade level meetings, we will provide additional common instructional planning for our 6th and 7th grade math teachers. Because of the added rigor we provided in our math curriculum by adding Algebra as our required 7th grade course, our Art, Music and PE teachers will attend the 6th and 7th grade math common planning meetings so that they can support math instruction, using monthly learning targets as their cross-curricular focus. Additionally, our 5th and 8th grade math teachers will begin planning for further curriculum changes for the 2011-2012 school year, resulting in a fully aligned math curriculum with increased rigor. In grades K-4, we will provide additional instructional minutes each day in all grade levels for literacy and mathematic instruction.

With the addition of our focus on theatre arts, we will integrate enrichment opportunities that connect to state standards, build student skills and interests, and deepen student engagement in school/learning in support of school-wide

achievement goals. In subsequent years, we will investigate the need to offer specialty classes to **continue to develop students' interest in the theater arts.**

We will provide as many opportunities as possible for teacher professional development and collaboration. Together we will examine the calendar, establish meeting and collaboration times, and then demonstrate the importance of these times by considering them of the highest importance. We will identify time for collaborative planning within the school day by building a schedule that supports common planning time for job-alike teachers while students are involved in music, physical education, media, and computer classes. In addition, teachers recognize that professional development and collaboration are a priority and will often occur before the students arrive or after they leave.

14. Implementing approaches to improve school climate and discipline

For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003v; Christle, Jolivet, & Nelson, 2007vi). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

☐ **Gather data about student, teacher and parent aspirations for the students at Brenda Scott.**

☐ **Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.**

☐ **Collaboratively create solutions to the following issues:**

- o Attendance
- o Expulsions, suspensions and alternatives
- o Truancies
- o Academic failure and retention

We are committed to building a culture of high expectations and aspiration at our school.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

We have four full day kindergarten classroom and one pre-kindergarten classroom.

16. Allow the school to be run under a new governance arrangement. Team decisions will be made in accordance with the established policies and practices for shared decision-making and agreements must be reached by consensus. The principal, and other members of the school staff, will carry out the implementation of all Leadership Team decisions.

The SLT will conduct yearly self-assessments based on tools identified by the Joint Labor-Management Committee.

17. Implement a per pupil school based budget formula weighted based on student needs.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal-The principal from Brenda Scott Middle Schools was replaced and the Former principal of Fleming Academy is the principal of the new school Brenda Scott Academy For Theatre Arts.
2. Use locally adopted competencies to measure the effectiveness of staff that can work within the turnaround environment to meet student needs.

Classroom observations will be supported by a web-based application to provide our teachers and principal with teacher performance data. This tool can be used to disaggregate results rapidly and generate easy-to-read reports and graphs related to various performance indicators. In addition, the web-based application includes prescriptive resources to support ongoing feedback related to classroom observation data.

Ongoing classroom observational data is collected for a number of indicators linked to our Theory of Action, providing the teacher with dashboards to monitor their continuous improvement related to their instructional practice.

All of the classroom observation data is aggregated for our principal to use in formal feedback and evaluation processes, along with recommendations for improvement, with prescriptive support.

As a principal new to this school, I have planned visioning process with my new staff to create a new mission for Brenda Scott, which, defines our beliefs and daily practices that are necessary to realize our goals. Once the entire staff has been secured and configured, I will also seek individual commitment from staff for their support and alignment to our turnaround goals. Each staff will be asked to identify their strengths and the ways in which they will utilize their strengths to support the *dramatic turnaround expected in our school.*

□ **What teaching strategies have you implemented in the past that have been successful for you? How did you know they were successful?**

□ **Which strategies were not as effective for you? How did you know they weren't successful?**

Did you seek student feedback on the effectiveness of the learning strategies? Did you seek parental feedback? Did you seek feedback from colleagues?

□ **In the past year, how did you contribute to the collaborative work that your team / grade level was responsible for?**

The staff will be asked to commit to common planning for teaching, learning, and assessment of student learning. For example, each grade level will be asked to identify common expectations for student learning that is evident in student work, **reflecting students' mastery** of their own learning.

As a turnaround school, we know that we cannot expect different results if we do not change the way we have done our work in the past. Teachers will be asked to identify the time they have available for the extra commitment required to turn the school around. Are they willing to assist with Saturday events, tutoring after school, and extracurricular activities? Each staff member will be asked to reflect on their personal commitment to their growth as a professional educator. Teachers will be asked to identify the time commitment they are willing to expend to meet their professional

3. Screen all existing staff and rehire no more than 50 per cent. As a Turnaround School, our staff members were given the option of remaining at the school to support our reform efforts and were automatically eligible to interview for jobs at our school or up to two other Priority Schools. Those who were not interested in working at Brenda Scott or unwilling to support the processes described in this school improvement application, were placed in an eligibility pool for non-Priority Schools. The staff from Brenda Scott and Fleming were all interviewed for the 2010-2011 school year by a committee which consisted of a Union Rep from the district, Keith Johnson, Principal, Ronnie Sims, Asst. Principal, Mr. Branson, Dr. D.Collbert, Asst.Superintendent, Dr. Wilson, Principal from Osborn H.S. and Glorial Ann, from Staff Development.

4. Select new staff. This process resulted in at least 50 % of the teachers were replaced and the team having the flexibility to select and retain preferred teaching candidates.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions. The Extended Day Programs is a means of a financial incentive to help teachers earn additional pay while helping raise student achievement. The selection of teachers for Extended Day will be those who have successfully been evaluated by the Teacher Evaluation

process. Additional incentives have been planned (if additional funding is provided) for teacher stipends, tuition reimbursements if increased student achievement is evident. Such evidence would consist of short cycle assessment data, Improved MEAP scores, increased report card grades, to name a few.

Additionally, Brenda Scott Academy staff will have the option to participate in the School-Based Performance Bonus Program. Should Brenda Scott choose to participate, the SLT will craft an application responding to the established qualifications determined by the Joint Labor Management.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff. See schedule:

Professional Development Schedule

3-2 hour sessions-Teacher and Student Engagement

- 1) Role of Teacher In Student Engagement-Facilitator Steven Gibson 1/26
- 2) Teaching That Emphasizes Active Engagement-Facilitator-Ly- 2/16
- 3) Motivation In The Classroom-Maxwell-2/9

Times: 4 P.M.-6 P.M.

4-2 hour sessions-Differentiated Instruction

- 1) Development and Execution of Effective Lesson Plans-Garth, Foster-Jones-3/9
- 2) Creation and Use Of Common Assessments- Gibson-3/23
- 3) The Role Of Planning and Assessment In Differentiated Instruction-Garth,Foster-Jones-4/6
- 4) Differentiated Instruction Activities and Resources-**Bronson,D’Abreu**-4/13

Times: 4 P.M. – 6 P.M.

3-2 hour sessions-Classroom Management

- 1)Challenging Academics and Being Proactive Not Reactive-Branson-5/4
- 2)Conflict Resolution-Hankins,Branson-5/11
- 3)PBIS-Positive Behavior Instructional System-Gibson5/25

4-half day 3 hour sessions-10 A.M.-1 P.M.

- 1) Development of School Culture and Creating An Excellent Classroom Climate-R.Sims-2/5-Time 1-4 PM
- 2) Using Data to Make Instructional Decisions-Curd,Webb-3/5
- 3) Understanding The Special Needs Child-McKenzie,Huggins,Barlow-4/2
- 4) Reducing Teacher Burnout and Increasing Student Engagement-S.Hall,L.Hall-5/7

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)□ **Adopting new** governance provided through the Priority Schools agreement and implementing new instructional programming provided by the external lead partner, Pearson K-12 Solutions.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards. Assessments used for progress monitoring indicate whether Tier 2 and Tier 3 students are responding to intervention, and point to a suite of additional interventions. If further

analysis of student deficiencies is required, additional literacy and math diagnostic assessments will be utilized to determine what targeted support is needed. Our benchmark assessments provide teacher feedback on how individual students are demonstrating proficiency against grade-level standards.

We are pleased that an Interim Assessment System Learning Village will be put in place so that all of our teachers will be provided timely and rich formative data that can be used **immediately to develop a student's learning plan to ensure mastery of essential learning**. We will be collaborating much more frequently as grade level teams and content level teams, using our common planning time to formulate our next area of instructional focus. We will also address alignment across the grades and between the grades to assure consistent expectations for student performance. We will use formative assessments that are aligned with the state standards and MEAP, providing predictive information, so that we can be sure our students are prepared to be successful on these high stakes tests

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs. Our staff is committed to consistently using data to inform tiered instruction for all students as we increase the use and frequency of formative and summative assessments. We will maximize our use of formative assessments such as Accelerated Reader, DIBELS, Accelerated Math, chapter tests, and Storytown. After analyzing our reading scores and identifying the root causes, we will include **'reading to learn' strategies across all content areas in the upper grades. Using data** from Prevent, an early dropout warning system, we will modify the master schedule to reflect additional instructional supports for our most at risk students, and our Academic Coach is another resource to ensure success for each student. Our weekly grade level common planning will reflect the use of data from our formative assessments and inform our instructional approach for the upcoming week.

There will be classroom walkthroughs, evaluations and other qualitative data to support decisions made. Feedback will be given to the teachers based on quantitative and qualitative data, then support. Such support in order to encourage and monitor the necessary adjustments to be made in

Instruction will be co-teaching for teachers/administrators/coaches/specialist to model specific skills that were necessary based upon data results. Professional Development will also be given in a timely basis in efforts to respond to the needs of the teacher. Bi-weekly meetings will be held to

ensure that the teachers are receiving adequate support to assist them with specific and effective researched based strategies to use in the classroom.

Our Instructional coaches will participate in these grade level and/or content meetings and provide resources and leadership and guidance by supporting our teachers as they meet, collaborate and adjust actions based upon the data and to further student achievement.

Within the classroom we will continue to tier instruction and differentiate for students. Student grouping will be ongoing during classroom instruction, providing the teacher the opportunity to provide timely interventions and additional instruction for students that may be struggling. We will also use our SSAs (Student

Support Advisors) and Ed Techs to provide additional support within the classroom, during additional instructional blocks, as well as in our extended learning program.

Our response to intervention program will include a focus on increasing the quality of the core first instruction and a clearer understanding of the different types of interventions.

10. Establish schedules and implement strategies that provide increased learning time. We have a schedule in place with an emphasis on Reading and Math. Our elementary and our middle school schedule are based on a nine-hour class day. The elementary has 3 hours of Reading, 2 hours math, 1 hour social studies, 1 hour of science and one elective daily. Our middle school has two hours of Reading, 2 hours of mathematics, 1 hour of science, 1 hour of social studies and two electives daily. We are in compliance with the district mandated schedule. (see attachment) The amount of time we have for reading and math is 1 hour more than we had last year. We use this extra hour to intensify group instruction, identify students who are and are not reaching their academic goal. The students who are not we give them extra assistance so they can master the concepts they are not doing well with. The students who have reached their academic goals receive enrichment during these times.

11. Provide appropriate social-emotional and community-oriented services and supports for students. We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.

We also **will keep necessary information visible and accessible in the school's office** and parent room to increase and maintain communication with parents and stakeholders. We provide the Detroit Public Schools Parent and Community Engagement pamphlet, A Parent and Student Basic Resource Guide that was development solely by the stakeholders previously mentioned. We have formed relationships with the Neighborhood Service Organization who will service our school for a Gang Prevention Peer Mentoring Program, Real Talk 1 on 1 support and various Home Repair Workshops Series. We also have reached out to the FAST program, Families And Schools Together offered by the Black Family Development, Inc. One of its many areas of support is, Promote improved relationships between **parent and child. The Man Up, Gentlemen's Club and Ladies Club** are additional programs to assist students with behavior, encouragement and etiquette skill training. There are also Title I Parent Meetings that include additional areas of support and parents who are involved with supporting our **students' social and emotional needs.**

The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become watchdogs of the Evaluation Plan. Each member serves as an advocate, sharing information within their stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers. Additionally, community members, as our partners in learning, will be invited to participate in extracurricular activities for students, our thematic theatre presentations, and our mentoring program.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model. Adopting new governance provided through the Priority Schools agreement and implementing new instructional programming provided by the external lead partner, Pearson K-12 Solutions.

☐ **Increasing instructional time for both students and staff;**

☐ **Provide appropriate social-emotional and community oriented services and supports.**

2. A new school model (themed, dual language academy, etc.)

Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program, which includes extended day learning and measurable expectations for school reform.

To implement the Priority Schools' reform, an agreement was established between the district and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for this reform-creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community involvement. Staffing at Priority Schools shall be on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process

allows qualified candidates to seek a position to serve within a targeted Priority School.

Brenda Scott will satisfy all requirements of the Turnaround model by:

□ **Replacing the principal and at least 50% of the staff**

□ **Adopting new governance provided through the Priority Schools agreement and implementing new instructional programming provided by the external lead partner, Pearson K-12 Solutions.**

□ **Increasing instructional time for both students and staff;**

□ **Providing appropriate social-emotional and community oriented services and supports.**

As a Turnaround School, our staff members were given the option of remaining at the school to support our reform efforts and were automatically eligible to interview for jobs at our school or up to two other Priority Schools. Those who were not interested in working at Brenda Scott or unwilling to support the processes described in this school improvement application, were placed in an eligibility pool for non-Priority Schools. The staff from Brenda Scott and Fleming were all interviewed for the 2010-2011 school year by a committee which consisted of a Union Rep from the district, Keith Johnson, Principal, Ronnie Sims, Asst. Principal, Mr. Branson, Dr. D.Colbert, Asst. Superintendent, Dr. Wilson, Principal from Osborn H.S. and Gloria Ann Allen, from the Curriculum Department. This process resulted in at least 50 % of the teachers were replaced and the team having the flexibility to select and retain preferred teaching candidates. their personal commitment to our school turnaround and interest to engage in prescribed professional development as outlined in the settlement proposal (December, 2009) of the Detroit Public Schools and the Detroit Federation of Teachers. It has been agreed to implement the schools Turnaround plan for the current school year, 2010-2011. Brenda Scott also expects to have a significant percentage of new hires, which will have been screened and interviewed to ascertain their commitment to the Priority School model. We believe that the current staff is committed to the school improvement process and will support the proposed efforts to effect change. We have a schedule in place with an emphasis on Reading and Math. Our elementary and our middle school schedule are based on a nine-hour class day. The elementary has 3 hours of Reading, 2 hours math, 1 hour social studies, 1 hour of science and one elective daily. Our middle school has two hours of Reading, 2 hours of mathematics, 1 hour of science, 1 hour of social studies and two electives daily. We are in compliance with the district mandated schedule. (see attachment)The amount of time we have for reading and math is 1 hour more than we had last year. We use this extra hour to intensify group instruction, identify students who are and are not reaching their academic goal. The students who are not we give them extra assistance so they can master the concepts they are not doing well with. The students who have reached their academic goals receive enrichment during these times. We have associate teachers, resource teachers and resource coordinating teams who assist in these efforts. To determine what the students need to increase their performance we give pretests and posttests for the regular classroom teaching. Extended Day and the SES companies have their own pretests and posttests and

evaluations as well. Teachers use the following class report data that drives instruction such as: Q1 assessments, Storytown assessments, STAR Reading and Mathematics, Curriculum Assessments, Common Assessments, Dibels testing and MEAP coach book assessments.

In addition we have two after school programs that are paid by the district and designed to help our students academically. We have K to 8 Extended School Day Programs for reading and math and we have an SES provider (Empowerment Learning Services) which is designed to assist all students.

The Extended Day Programs are in place to help raise student achievement while providing a means of additional financial support for teaching and support staff. The selection of teachers for Extended Day will be those who have successfully been evaluated by the Teacher Evaluation process. Additional incentives have been planned (if additional funding is provided) for teacher stipends, tuition reimbursements if increased student achievement is evident. Such evidence would consist of short cycle assessment data, Improved MEAP scores, increased report card grades, to name a few. Additionally, Brenda Scott Academy staff will have the option to participate in the School-Based Performance Bonus Program. Should Brenda Scott choose to participate, the SLT will craft an application responding to the established qualifications determined by the Joint Labor Management Committee.

Attachment C—Restart Model

The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process. Not applicable
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. Not applicable

Attachment D—School Closure

The following items are required elements of the Restart model. Give brief description after each requirement as to how it will be implemented.

- 1 School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. Not applicable

- 2 The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Not applicable

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Brenda Scott Academy is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____